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ABSTRACT

This document profiles learning environments, educational strategies, and learning activities taking place across Arizona within the scope of school-to-work and vocational-technical education. The 33 institutions profiled include public, charter, and private elementary, middle, and high schools, as well as a vocational-technical center. Funding requirements for the practices and activities described range from zero to several thousand dollars. Each profile contains some or all of the following: school name, location, and student body size and characteristics; school, department, or program strategy; results of the strategy's implementation; challenges faced and methods used to overcome them; funding sources; contact person; and table outlining the program's school-based, connecting, and work-based activities. Among the programs and activities profiled are the following: school-based applied biological systems program that raises bass to stock a city lake; career exploration program featuring guest speakers in regular classes; program whereby carpentry students build houses for Habitat for Humanity; program to teach sixth-graders about work habits and job performance; merchandising internship; production of a middle school newspaper with assistance from staff of the local newspaper; and program teaching traditional Navajo and Hopi farming methods. Concluding the document is a glossary of terms related to school-to-work. (MN)

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Successful Strategies

Teaching and Learning in Arizona Schools

1998

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Arizona State University

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Arizona Department of Education

Acknowledgements

To those who made this document possible...

the individual educators and schools, for being so committed to Arizona youth

the local vocational directors and their staff, for getting the word out and submitting these nominations

the staff of Arizona State University, Office of Vocational Education, for managing the design, editing, and production of this volume

... our sincere thanks and best wishes.

School To Work Division
Arizona Department of Education

State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

On behalf of the Arizona Department of Education, I am proud to present the 1998 edition of *Successful Strategies: Teaching and Learning in Arizona*, a tribute to Arizona educators. They are committed to the continual improvement of the educational experience promoting academic and occupational standards as well as increasing student academic achievement for our young people.

These profiles are brief summaries of the promising environments created, of strategies and activities taking place within the scope of School To Work and Vocational Technical Education. We hope the ideas contained herein will inspire you to try something new in your own environment.

Congratulations to the individual instructors and the schools featured inside. I look forward to seeing many more of you in future editions of *Successful Strategies*.

Mary Liewkowitz

Mary Liewkowitz, Director
School To Work Division
Arizona Department of Education

Table of Contents

Introduction

Profiles 1-66

Agua Fria Union High School District No. 216
Agua Fria High School 1

Arizona Conference of Seventh-day Adventists
Holbrook Indian School 3

Arizona State Board For Charter Schools
Life Enrichment Community School 5

Chino Valley Unified School District No. 51
Chino Valley High School 7

Clarkdale-Jerome Elementary School District No. 3
Dr. Daniel Bright Elementary School 9

Colorado River Union High School District No. 2
Bridgeway Alternative School 11
Colorado River Union High School District 13
Mohave High School 15

Creighton Elementary School District No. 14
Loma Linda School 17

Deer Valley Unified School District No. 97
Deer Valley Vo Tech Center 19

Douglas Unified School District No. 27
Douglas High School 21

Flowing Wells Unified School District No. 8
Flowing Wells High School 23

Glendale Union High School District No. 205
Independence High School 25

Lake Havasu Unified School District No. 1
Lake Havasu High School 27

Litchfield Elementary School District No. 9
Litchfield Elementary School 29

Marana Unified School District No. 6
Marana Unified School District 31
Thornydale Elementary School 33
Thornydale Elementary School 35
Thornydale Elementary School 37

Table of Contents, *continued*

Mesa Unified School District No. 4
Red Mountain High School 39

Mingus Union High School District No. 4
Mingus Union High School 41

Mohave Union High School District No. 30
Kingman High School - North 43

Page Unified School District No. 8
Page High School 45

Peoria Unified School District No. 11
Centennial High School 47

Prescott Unified School District No. 1
Prescott High School 49

Show Low Unified School District No. 10
Show Low High School 51
Show Low High School 53

Sierra Vista Unified School District No. 68
Buena High School 55

Tucson Unified School District No. 1
Collier Elementary School 57
Tucson Unified School District 59
Tucson Unified School District 61
Wakefield Middle School 63

U.S. Bureau of Indian Affairs
Tolchii' Kooh Charter School, Inc. 65

Glossary 67

Introduction

These profiles represent promising practices from all corners of the state. You will find strategies that span entire school districts and some that involve a single classroom. They include many types of activities and serve a number of populations. They represent public, charter, and private schools. Their funding requirements range from zero to several thousand dollars.

Our goal is to provide just enough detail to pique your interest, to provoke a new thought, to convince you to pick up the phone (or sit down at your computer) and make contact. Our ultimate hope is that something you read here inspires you to make a contribution that enhances the educational experience for young people.

Agua Fria High School

Our School

Agua Fria High School enrolls a total of 1,775 students on two campuses in the metropolitan Phoenix communities of Avondale, Goodyear, and Litchfield Park. We serve grades 9-12.

Our Strategy

Our district educational goals encourage increased knowledge of math and science and also support an understanding of new technologies. As part of our School To Work development efforts, we revised the existing Agriculture program which consisted of basic animal science and crop management. We needed to infuse more technology and increase students' level of understanding about the complex field of agriculture in order to better prepare them for the rapid changes occuring in these careers. To accomplish this, we added two new components to our program: aquaponics and hydroponics.

Our department established a school-based program that raises bass to stock a city lake. Students work directly with the City of Avondale and Roosevelt Irrigation District on scientific and business-related aspects of the program. As part of their coursework, the classes maintain records on water quality, fish growth, and other statistics.

Students conduct the daily operations of the new greenhouse built by the district. Our system recycles the water from the aquaponics fish tanks through a hydroponic unit that grows plants in a soil-free environment. Sunfresh Farms, a local plant nursery, provides students an opportunity to learn practical applications of the agriculture coursework in a business setting.

1

Our Results

Ninth- and tenth-graders completing our course, which is called "Applied Biological Systems," receive one Biology credit toward graduation requirements. Since implementing the program changes, total enrollment in agriculture courses has grown from 90 to 200.

Our Challenges

At the beginning of this effort, our advisory board consisted mostly of local field crop farmers who had been involved with us for many years. Some had difficulty adjusting their thinking from basic animal husbandry and crop management to new career applications in agriculture. The superintendent and principal helped us recruit a core of new board members that successfully marketed our ideas to the rest of the advisory board and to the school board.

It is critical to have administrators and teachers who are strongly committed to a high technology Agriculture program, since these programs can be expensive. An active advisory board can help with fundraising and grantwriting, which relieves some of the pressure felt by teaching staff.

Agua Fria, *cont.*

Our Funding

We are grateful for assistance provided by the following: Aquaculture system– Arizona Public Service (APS), Teacher Venture Arizona, Agua Fria Foundation, Westside Impact, Marion Foundation; Greenhouse system– APS, Teacher Venture Arizona, Agua Fria Foundation, Westside Impact, Marion Foundation; Biotechnology system– US West Foundation, Western Maricopa School To Work Consortium, Agua Fria Foundation; Hydroponics system– Agua Fria Foundation; consulting – Agua Fria USD, and volunteers. The total program upgrade required about $30,000.

Contact Person

Mrs. Shawn Rutan, Instructor
Agua Fria High School
530 East Riley Drive
Avondale, Arizona 85323
Voice: (602) 932-4250 x44
Fax: (602) 932-0650

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Holbrook Indian School

Our School

Holbrook Indian School is a private boarding school in northeastern Arizona, serving approximately 100 Native Americans in grades K-12.

Our Strategy

To meet a specific community need for fresh produce, we developed a demonstration greenhouse project on our property. Easy replication was one of our goals, and to this end three features were critical. The building materials must be readily available; the units must be simple enough for children to operate; and the system should require relatively little water and electric power.

Our design includes a floor that is 12-15 feet below ground level. Cement-filled blocks form the north wall with dirt pushed up to the roof-line, and there is tempered glass on the south face. This layout eliminates the need for any exhaust or intake fans. Last winter we found it necessary to heat one of our units for 12-15 nights with a ceramic heater, but we hope an experiment with solar curtains will eliminate the need for any supplementary heat. Even at our elevation of 5,000 feet, the lettuce greenhouse was not heated at all last year.

In our units, five different growing systems allow students to participate in all aspects of plant production. They learn seed germination, transplanting, harvesting, packaging, and selling skills. The nature of the design is not intimidating to students and requires very little expertise to operate. This is important at our school, where the student turnover rate is fairly high. Their participation in our greenhouse project gives them invaluable work experience, as well as a means to provide better nutrition for their own families.

3

Our Results

The program has not been in operation long, but we have observed that the low-tech design is non-threatening and productive. We anticipate that several greenhouses of this style will be built in surrounding areas where electricity and water are in short supply.

Our Challenges

There have been few difficulties other than well-meaning skeptics!

Holbrook, ***cont.***

Our Funding

Volunteer labor eliminated much of the construction cost. For one greenhouse with inside measurements of 6 feet by 100 feet, the materials cost about $4,500. Maintenance cost is negligible.

Contact Person

Jim Olson, Farm Manager
Holbrook Indian School
McLaws Road
Post Office Box 880
Holbrook, Arizona 86025
Voice: (520) 524-6854
Fax: (520) 524-3190

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Life Enrichment Community School

Our School

Adjacent to Arizona State University's east campus, our charter school currently serves 90 students in grades 5-8. We are dedicated to the middle school concept, clinical education methods, character education, and full inclusion for special needs students.

Our Strategy

We believe that connecting school with the real world in our students' minds will convince them to value learning. "Cradle to Career" is a program idea generated by our students that integrates career exploration into regular classes by using various careers as themes for curriculum activities. The ultimate purpose of this activity is to help students develop an education and training plan with short- and long-term goals. In order for each student to establish realistic and attainable milestones, we attempt to address all ability levels in this program.

Teachers and administrators work as a team to incorporate the state standards for workplace skills and comprehensive health into our work-based learning curricula. Short assessments at the end of each career unit determine students' level of understanding and interest.

Guest speakers from various industries answer questions and talk about employment opportunities in their business. Both guests and teachers emphasize the necessary education and training for each job we discuss. Character and interpersonal skills are important in any job, and we talk about these as well. These activities are made much more meaningful by closely following each discussion with a field trip to the guest speaker's place of business.

5

Our Results

We realize students' plans may change and grow as they mature, but we believe that sending students to high school with a written transition plan will generate some accountability and motivate them to succeed.

Our Challenges

The challenge in any school program is to implement a new effort without jeopardizing the state academic standards that must be addressed at each grade level. It is essential to develop and deliver an integrated curriculum that incorporates both the state standards and the career studies. This takes a creative, resourceful staff who can develop high-interest curricula. Interpersonal skills and good character should be integral to any career exploration program. Without these, students will not find much success in any career they choose.

Life Enrichment, *cont.*

Our Funding

Guest speakers contributed time, shared information, and donated materials. We have incurred no expense for the field trips except the transportation costs.

Contact Person

Mrs. Lisa Walker, Program Director/Principal
Mrs. Terri Parker, Parent Advisor/Consultant
Life Enrichment Community School
601 South Power Road, Building 88
Mesa, Arizona 85206
Voice: (602) 988-3954/3953
Fax: (602) 988-3956

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	**Career exploration and academic and technical instruction that occur at the elementary school**	**Supporting activities provided by the school or the community**	**Job exploration that occurs in the community**
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Chino Valley High School

Our School

Located in north central Arizona, Chino Valley High School serves 725 students in grades 9-12.

Our Strategy

The community of Chino Valley believes in School To Work. Our course entitled "Vocational Habitat Projects" complements other School To Work activities already in place. This program is a cooperative effort among our high school, Bradshaw Mountain High School (located in Prescott Valley), Prescott High School, the Yavapai County Contractors Association, and Prescott Area Habitat For Humanity.

The students in our Carpentry class learn to use basic tools by participating in small-scale projects at the school wood shop. They also identify useful workplace skills through interviews, short essays, and research. One day each week the class travels 15 miles to meet the Bradshaw Mountain class, and sometimes the Prescott High School class, at a Habitat building project in Prescott Valley. The structure is a 1,310 square foot, four-bedroom, two-bath, single-garage home.

On the construction site, students work side-by-side under the supervision of an instructor from each school. Yavapai County Contractors Association encourages subcontractors to "mentor" small groups of students as they install or build each phase of the project. We participate in all aspects of the building project from site preparation to framing. We plan to complete this house by the end of the school year, and begin another Habitat house in Chino Valley next year.

Our Results

Through these activities, students gain a variety of transferable skills which will open doors to construction careers. This arrangement also enables them to observe experienced and responsible adults in action.

Our Challenges

School To Work has received great support from the school administration and community. There really have not been any obstacles except time constraints. Currently, we classify the district-sponsored travel as a "field trip." Although block scheduling is being considered, we still have 45-minute class periods. This means that our 15-mile trip to Prescott Valley takes three class periods. Naturally this causes conflicts for some students. Students who have a conflict complete special assignments at school so that their grade will not be affected. The relatively short time period at the job site also makes it difficult to accomplish as much as we would like during each trip.

Chino Valley, *cont.*

Our Funding

Prescott Area Habitat For Humanity provides all the materials and supplies. Yavapai County Contractors Association furnishes funding and some of the necessary tools. Volunteers lighten the teachers' work load by helping with purchasing, deliveries, and on-the-job supervision. The Chino Valley school district provides transportation.

Contact Person

Juanita Setzer, Executive Director
Prescott Area Habitat For Humanity
630 Park Avenue
Prescott, Arizona 86303
Best time to call: 9:00 AM to 5:00 PM
Voice: (520) 445-8003
Fax: (520) 445-7388

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Dr. Daniel Bright Elem. School

9

Our School

Located in north central Arizona, Cottonwood is a rural community. Bright Elementary School serves 758 students in grades K-5.

Our Strategy

Improving our students' knowledge of career options is a strong educational goal in the Verde Valley. With the approval of our School To Work oversight team, we began a program to infuse the students' entire elementary school experience with career information. As part of that effort, we did two things.

First, we created a job- and career-related lending library that is open to the entire community and contains materials for kindergarten through adult age groups. The collection includes videos, tapes, books, classroom resources, and hands-on materials. This library is a useful supplement to age-appropriate, work-based learning opportunities that link students' career interests with actual products and services. Local professionals provide field experiences for students both at the school and at community businesses.

Secondly, we designed a learning experience that highlights careers in science. Students in the upper grades conducted research projects in the areas of marine biology and oceanography, in preparation for a spring field trip to California. A project liaison helped get the word out, answered questions, gathered financial support, and developed some guided observations for the youngsters. About 40 students traveled to San Diego for three days, where they visited the Stephen Birch Aquarium, studied aboard a research vessel from Scripps Institute of Oceanography, and toured Sea World with marine biologists.

Our Results

The San Diego experience introduced students to job possibilities while providing them with hands-on scientific research practice in the Pacific Ocean. On a written survey, participant comments were overwhelmingly positive about the venture's success. Students continue to pursue their career interests and the new library resources still generate more career choices than ever before. A team of students and staff made a presentation about these activities at a regional School To Work meeting. Our staff authored a School To Work curriculum for K-6 classrooms and trained teachers throughout the county to use it.

Our Challenges

An oversight committee is essential. First explore the job shadowing and mentoring possibilities in your community, then determine the materials necessary to enhance and supplement those opportunities. We did not experience difficulties. The key is having educators, parents, students, and community leaders plan activities together.

Bright,
cont.

Our Funding

For the California trip, students paid their own travel expenses by doing odd jobs and holding fund-raisers. Conference Travel donated water bottles, Safeway Stores donated snacks, parents donated chaperone time, and the Parent Teacher Organization contributed presentation materials. Yavapai County School To Work gave each child a stipend for appropriate career materials and Goals 2000 funds bought items for the lending library.

Contact Person

Sharon Block, School Social Worker/Counselor
Dr. Daniel Bright Elementary School
One North Willard Street
Cottonwood, Arizona 86326
Best time to call: 7:45 AM to 3:30 PM
Voice: (520) 634-7039
Fax: (520) 634-5919

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Bridgeway Alternative High School

Our School

Located across the Colorado River from Laughlin (NV), our city is a resort community focused on the casino industry. Bridgeway serves 60 at-risk young people ages 14 to 21 in grades 9-12.

Our Strategy

Because the focus for Bridgeway students is the transition from school to work, they attend school four hours a day and sign a legal contract that requires them to work 180 hours during a semester. They must maintain passing grades in all classes and attend school for each day they work – except during school vacations. Our Bridgeway School To Work instructor meets with direct supervisors for a periodic oral and written evaluation of each individual's performance. To facilitate this arrangement, we implemented a computer-based career search program, as well as resume writing and job application practice.

Brideway students put these skills to good use. Most recently, the City of Bullhead worked with us to develop a paid internship program in their Finance Operations department. Six interested students attended a city council presentation and completed job applications. The city's director of personnel elected to interview three of those six students, and subsequently offered internships to two of the three students. They served in the following functional areas on a 6-week rotation: cashier, accounts receivable, accounts payable, business licensing, management of records and fines, and general ledger.

11

Our Results

Our students learn good work habits, enjoy a close mentoring relationship on the job, and develop abilities which they can take to a full-time job after graduation. They are highly motivated to pursue high grades and good attendance.

The City of Bullhead declared a "School To Work Week" based on the success of the program. Other cities have been calling to find out how to start their own mentoring programs. Our plan is to increase the total number of student participants, and to rotate students on a monthly basis through several city departments including telecommunications, parks and recreation, and police.

Our Challenges

Ongoing communication is important in developing partnerships between city government and schools. Parents, students, city employees, city officials, faculty, staff, and school officials needed to be kept informed about each step. Be prepared to work within established city procedures for hiring. Many actions require city council and/or school board approval. We invited each stakeholder to our school, met several times with city officials, and visited another mentoring program at California Edison in Laughlin.

Bridgeway, *cont.*

Our Funding

Three people work together to provide work-based activities for our students: the school director allocates some of her time to this goal, we pay a full-time School To Work coordinator from Bridgeway's budget, and we have a half-time coordinator who works with Mohave County Workforce Development. For this particular internship, the City of Bullhead sponsors the students' wages at $5.15 per hour.

Contact Person

Barbara Presler, Director
Bridgeway Alternative High School
2251 Highway 95
Bullhead City, Arizona 86442
Best time to call: 7:30 AM to 4:15 PM
Voice: (520) 758-9011
Fax: (520) 758-8036

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Colorado River Union High School District

13

Our School

Colorado River Union High School District is comprised of two schools – River Valley High School and Mohave High School which serve approximately 1,700 students. The district is located on the western bank of the Colorado River, near both the California and Nevada borders.

Our Strategy

In addition to vocational classes and school-based occupational experiences offered by our district, students may now enroll in a summer class entitled "Careers in Law Enforcement" taught in partnership with our local community college. The course is open to the entire community – not just to our students.

Designed for individuals interested in law enforcement and emergency careers, this experience is a campus orientation and career exploration activity made possible by the participation of many public agencies. Topics include boating safety, specific local traffic issues, emergency medical services, and justice services.

After gaining an understanding of the various career options in these areas, participants gain real experience. A program called "Police Explorers" allows students to receive the identical training that officers do, ride and assist officers on most calls, provide community service, and compete in a California statewide Police Explorers competition. Other students can volunteer for search and rescue teams. Beginning with a 48-hour orientation course, their duties include monthly meetings and training sessions, 24-hour call status, and public presentations. They also participate in searches by foot, vehicle, and air.

Our Results

We were able to involve a large number of knowledgeable people by keeping our eyes and ears open at community events, following up contacts, and agreeing to follow existing guidelines. These are exciting experiences for our small rural area. Over 30 students have registered for this first class.

Our Challenges

Most of these programs have some kind of entrance requirements, but the standards are certainly attainable. Students who have disabilities sometimes qualify for Vocational Rehabilitation services. These benefits may include a small wage for participating in a volunteer experience.

Colorado River, ***cont.***

Our Funding

Partners include City of Bullhead Police Department, California Highway Patrol, Juvenile Justice System, San Bernardino County Sheriff Department (Needles, CA) and San Bernardino Search and Rescue, Mohave County Volunteer Bureau, and Vocational Rehabilitation Services.

Contact Person

Blake Leber, Teacher/Coordinator
River Valley High School

J. Ray Fenton, Teacher/Coordinator
Mohave High School

Youth Transition Program
PO Box 21479
Bullhead City, Arizona 86439
Voice: (520) 758-9594
Fax: (520) 768-9406

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	Career exploration, goal setting, and academic and technical instruction that occur at the high school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Mohave High School

Our School

Located across the Colorado River from Laughlin (NV), our city is a resort community focused on the casino industry. Mohave High School serves approximately 1,000 students in grades 10-12.

Our Strategy

In this second year of a new Culinary Arts program, we wanted to increase our students' motivation and give them experiences that would raise their employability skills to a new level. To accomplish this, we adopted three strategies: 1) inviting chefs from local resorts to demonstrate and teach specific skills, 2) increasing our expertise and experience through an aggressive catering schedule, and 3) infusing vocational student organizations and their competitive activities into our classes.

Although we successfully implemented the first and second strategies, it was the competitions that brought it all together for the students. We incorporated the food service events from STRIVE (Students Together Rising In Vocational Education) and C-CAP (Careers through Culinary Arts Programs) into our curriculum. These organizations sponsor competitive events at which students demonstrate what they learned during the past year. For the contest, students memorize predetermined recipies and practice preparing the dishes within a specified time frame. Their products are judged on shape, color, texture, appearance, and taste. Individual students are evaluated for teamwork, physical appearance, technical skills (such as knife handling), and sanitation procedures.

Our Results

Since including these competitive events in our program, the students' level of professionalism has improved dramatically. We are particularly proud of our students' achievements in the C-CAP competition. A senior student won a scholarship (for himself and his instructor) to attend a week-long course at the Cordon Bleu in London. In addition to complimentary local media coverage that we have received, the fact that our students received several contest medals is also very rewarding. We will consider adding VICA (Vocational Industrial Clubs of America) to our curriculum next year.

Our Challenges

The Culinary Arts class had no budget last year. By combining the courses with our cafeteria program and actively seeking "volunteer" catering jobs we developed a program that is becoming self-supporting. This relationship is made easier by the fact that our food service director is also the instructor.

The community must show its support by allowing students to try new skills. The Vocational Department must incorporate basic skills instruction and the Guidance Department must schedule students through the proper sequence of classes to maximize instructional impact.

Mohave, ***cont.***

Our Funding

The school district provided essential support through the cafeteria. Community organizations agreed to allow students to cater their events and try new skills in exchange for waived labor charges. Local clubs donated money for dues to culinary organizations, uniforms, and travel. The C-CAP scholarship totaled $2,000.

Contact Person;

Chef Michael Gaul, Food Service Director/Culinary Arts Instructor
Mohave High School
2251 Highway 95
Bullhead City, Arizona 86442
Voice: (520) 758-9545
Fax: (520) 758-7145

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Loma Linda School

Our School

Loma Linda School is located in central Phoenix and serves 1,275 students in grades K-8.

Our Strategy

Loma Linda focuses on the belief that children learn better when they have a purpose. We also believe that using skills and knowledge to improve the world around us is the most important way to apply what we learn. Our students, in all grades, use their education to benefit the school community through structured projects.

In the planning stage, students identify a community need which provides the focus for all their learning during the next semester. They gather information from the community, visit businesses, and invite experts to the classroom to speak on various topics or share experiences. In the development stage, they discuss possible solutions to the selected challenge and further define their action plan. Students implement such things as sponsoring animals for sight-impaired people, painting out graffitti, and painting safety lines on campus.

Through each stage – planning, developing, and executing – our students use math, language and science skills to carry out their improvements. No later than eighth grade, each student is placed in an internship where they are expected to develop a personal plan for improving their particular workplace.

17

Our Results

Our students have never been as involved in learning as they are today. They take charge of determining what information or experience they need, how to obtain it, and how to use it to make a positive impact.

Our Challenges

The philosophy described here requires educators to teach differently and to give more control of the learning to the students. This can be very difficult for teachers, even when they have access to supportive colleagues and resource personnel.

Positive contacts and relationships in the community take time to develop. It may not be possible for the teachers to do this task; you may need a resource person to help.

Loma Linda, ***cont.***

Our Funding

Funding is provided by the New America Schools Design Project through the Audrey Cohen College System of Education; Creighton Elementary School District; and mini-grants.

Contact Person;

Debbie Mendoza, Staff Resource Specialist
Loma Linda School
3002 East Clarendon Street
Phoenix, Arizona 85016
Voice: (602) 381-6080 x303
Fax: (602) 381-6094

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	Career exploration, goal setting, and academic and technical instruction that occur at the high school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Deer Valley Vo Tech Center

19

Our School

Located in northwest metropolitan Phoenix, our districtwide magnet school serves approximately 450 students in grades 11-12.

Our Strategy

In order to acquaint students with construction and its challenges our Advanced Architectural Drafting class planned, designed, and constructed a half-scale house entirely indoors. Based on an 800 square foot plan with two bedrooms, the finished structure occupies 400 square feet of our indoor drafting classroom area. We used 1-by-2 inch lumber for framing studs, installed small-scale windows, and used screws instead of nails so that the building could be completely disassembled. A total of approximately 60 students completed the project in 12 weeks; 5 class periods per day, 5 days per week.

The City of Glendale Fire Department agreed to inspect our structure for compliance to fire codes and the students were very proud that their work passed inspection on the first try. Later, the department asked if they could use our house at local safety events to teach small children how to exit a structure in case of fire.

Our Results

We actively focus on solid academic skills in all classes, stressing mathematics and language skills at the same time students are learning core drafting competencies. Our Advanced Architectural Drafting is currently the only high school drafting program in the nation to have its curriculum certified by the American Design Drafting Association. In addition, our program is closely articulated with the local community college drafting curriculum so that students can earn as many as nine semester hours of college credit while enrolled at the Vo Tech Center. With a foundational knowledge of residential, commercial, structural steel, and civil drafting skills, our graduates are truly ready to go from school to work.

Our Challenges

The only challenge during the course of this project came from district fears that the indoor structure might present a fire-hazard and hence a liability problem. Safety was of prime concern during construction. If we had enclosed the structure with a completed roof system, we would have been forced (by building code) to install an independent sprinkler system just for our little building. Since the structure stands in an area covered by the school's emergency sprinkler system, and because we only partially completed the truss system, the fire inspection and subsequent approval eliminated all district concerns.

Deer Valley, *cont.*

Our Funding

Home Base home improvement warehouse gave us discount material prices and the entire $1,000 cost was underwritten by a grant from Arizona Public Service and the Phoenix Suns.

Contact Person

Scott Thomas, Drafting Instructor
Deer Valley Vo Tech
18400 North 51st Avenue
Glendale, Arizona 85308
Best time to call: 8:00 AM
Voice: (602) 866-5889 x209
Fax: (602) 866-5892

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	**Supporting activities to connect grades 9-12 with postsecondary education that occur at school**		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	**Career exploration, goal setting, and academic and technical instruction that occur at the college/university**	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Douglas High School

Our School

Located close to the Mexican border in southeastern Arizona, Douglas High School serves 1,300 students in grades 9-12.

Our Strategy

All freshmen at Douglas High School are encouraged to enroll in at least one Career Rotation Block in order to explore career pathways and make decisions about their graduation plan. From a total of 12 blocks, each student may choose up to six. They move through these courses in 6-week rotations during regular school hours.

One of our most successful blocks is Law Enforcement. The Arizona Department of Corrections, as well as the U.S. Border Patrol, Customs, and Immigration are large employers in the area. Law enforcement has a strong presence in the community and students are beginning to show an interest in this as a career choice.

The district School To Work coordinator and members of all the federal, state, and local law enforcement agencies collaborated to develop a curriculum for this rotation using the state competency list for comprehensive programs. Highlights of the program are job shadowing and a field trip to the police department for Fire Arms Safety Training. (The safety training is entirely simulated.)

Our Results

Over 30 public service employees spoke to our students. They represented such agencies as City of Douglas Police Department, Cochise County Sheriff, Arizona Department of Corrections, Arizona Highway Patrol, U.S. Customs Investigation, U.S. Customs, U.S. Immigration, U.S. Border Patrol, Cochise County Attorney, City of Douglas Personnel Department, and City of Douglas Fire Department. Ninety percent of our students reported that they were satisfied with the content of the Law Enforcement Rotation.

A secondary outcome of this community involvement is that students gained a better understanding of law enforcement and more respect for its role in our community. By offering the law enforcement overview to 144 Freshmen, we hope to build strong interest in this industry.

The next step is to offer an articulated program with Cochise College, where juniors and seniors at Douglas High School can take beginning courses in Criminal Justice while they are still working toward high school graduation.

Our Challenges

It is critical to involve at least one professional member of an industry in the curriculum planning. Choose someone who has the time and commitment to generate community interest, coordinate activities, and give overall credibility to the idea.

Douglas, ***cont.***

Our Funding

Law enforcement personnel were all volunteers. The Douglas Police Chief assigned one of his officers to coordinate the necessary people and agencies with the school's course calendar. Our School To Work Consortium donated a TV/VCR unit; Student Enterprise donated recognition pins and hats; vocational funds paid a substitute teacher, and the school district paid for field trips.

Contact Person

Ann English, School To Work Coordinator
Douglas High School
1500 Fifteenth Street
Douglas, Arizona 85607-1797
Voice: (502) 364-8331
FAX: (520) 364-8342

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Flowing Wells High School

Our School

Located in north Tucson, Flowing Wells High School serves 1,850 students in grades 9-12.

Our Strategy

The booming hospitality industry is experiencing a shortage of qualified workers. To address this need, we formed a partnership with the Sheraton El Conquistador resort as part of a two-year Hospitality Education program that moves students directly from school to work.

In the first semester, our classes visit the Sheraton resort a total of six times. These visits include a tour of the facility; a full day of new-employee training; and rotations through housekeeping, food service, engineering, and the front desk. The Human Resources Director selects four students to interview on the final visit, based on their completed job applications. During second semester, the students divide into three groups, each visiting a different resort for job shadowing on block schedule days. In the second year of the program, students work at various hospitality properties.

Students can earn college credit at Pima Community College while they take the second year of the high school program. Additionally, Northern Arizona University now offers its four-year Hospitality and Restaurant Management degree in Tucson.

Our Results

We are pleased with the outcomes of this new program. Of the 20 students from last year's group, one senior is employed at a large local resort, where his supervisors promote him regularly. He also attends community college hospitality classes. This year, two juniors enrolled in our Advanced Hospitality courses and took advantage of dual enrollment at the college. Of the 25 students in Hospitality Foundations this year, 10 of them plan to enroll in Advanced Hospitality next year and seek hospitality employment during the year.

Our Challenges

We found that we needed to refine the instruction delivered by resort employees, based upon student suggestions. We plan to develop a packet for the resort representatives to help them focus their comments and demonstrations more directly to the students' needs.

There is a common misconception that all hospitality jobs are minimum wage. We work with the Hospitality League of Southern Arizona to educate school counselors on the rewarding careers with excellent salaries in this industry. We also hope to furnish a guest room on campus next year for housekeeping training.

23

Flowing Wells, *cont.*

Our Funding

Funding was provided by Vocational/Technical Education Priority Program funds; Pima County Tech Prep mini-grant for start-up programs; Sheraton El Conquistador - initial training presentation and job shadowing. The total investment was approximately $4,500.

Contact Person

Michele Heimpel, Vocational Director
Flowing Wells High School
1275 North Flowing Wells Road
Tucson, Arizona 85705
Best time to call: 7:30 AM to 2:30 PM
Voice: (520) 690-2413
Fax: (520) 690-2379

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	**Supporting activities to connect grades 9-12 with postsecondary education that occur at school**		**Supporting activities to connect grades 9-12 with postsec. education that occur in the community**
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Independence High School

Our School

Located in northwest metropolitan Phoenix, our school serves 1,200 students in grades 9-12.

Our Strategy

For three years, Independence High School has been working to involve our students, parents, and community partners in-career awareness experiences. The first two years of our effort were dedicated to planning and goal setting. School Year 1997-98 is the first year of implementation.

In our strategy, all students undergo career counseling throughout their secondary education. With a school counselor, each student develops a career goal and selects high school courses that lead to job-readiness after graduation. All freshmen complete a nine-week unit called "Careers and Study Skills," in which business partners and community college representatives work with our teachers to provide relevant career information. For added exposure, we also require all freshmen and their parents to attend a "School-to-Careers Night."

Interested students also explore occupational clusters during an optional three-week intersession when they tour businesses and do job shadowing in their area of career interest. Our sophomore, junior and senior students have numerous opportunities to become more aware of careers through mandatory School To Careers assemblies, field trips, and indepth career studies.

25

Our Results

This emphasis on workplace readiness has created a new interest in cooperative education experiences. The program we closed last year –for lack of interest– has been reborn with 38 students participating.

Our Challenges

It takes many hours to arrange speakers, enlist job shadowing hosts, prepare students, and attend numerous meetings with key people in order to keep this program going. This program will not be available to students in the future without funding for a coordinator, van drivers, and supplies.

In order to make this program successful, not only must there be funding, but the entire faculty and administrators must support it. Teachers need to realize that we are *all* training students for careers.

Independence, *cont.*

Our Funding

Western Maricopa Consortium helped make this program successful in many ways. Not only did they grant us approximately $30,000, they also supported us by providing community contacts and publicity. Glendale Unified School District provided transportation. District and site administrators became involved and strongly supported this wonderful program for our young people.

Contact Person;

Sharon Hoffman, School To Careers Coordinator
Independence High School
6602 North 75th Avenue
Glendale, Arizona 85303
Best time to call: 1:00-4:00 PM
Voice: (602) 435-6126
Fax: (602) 435-6157

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Lake Havasu High School

Our School

Located along the Colorado River in western Arizona, our student population is approximately 1,600 in grades 9-12.

Our Strategy

We believe that the best partnerships are based on mutual needs and benefits. With this in mind, we began to look for local businesses that could provide career direction for our special needs students. These young people are capable workers who need incentives to develop life and workplace skills in addition to occupational skills. As a result of our search, a local plastics manufacturer now employs several of our high school special education students at their plant (mostly seniors). If they meet specific daily and weekly workplace standards for quality and punctuality, they receive generous monetary incentives. If they accumulate a good performance record as part-time employees, they have an excellent chance of working full-time in the summer. They can realize a large wage increase after graduation and there are real opportunities for advancement in the company.

The school-based benefits are equally significant. To participate in this program, these special education students must meet specific rigorous standards of academic and behavioral performance.

Our Results

We are immensely pleased with the results. We know the program has been successful because the majority of these students are still enjoying the benefits of employment and continue to achieve the high standards required to stay in the program.

Our Challenges

Liability issues of employing minors can be an issue. Students cannot be engaged in hazardous duties or work near machinery that is potentially hazardous. Our students are only allowed to unload boxes on the loading dock; they will not be allowed to work with machinery until they graduate and become full-time employees.

27

Lake Havasu, *cont.*

Our Funding

Other than the student salaries which are paid by Sterilite Corporation, no additional funding was necessary.

Contact Person

Patty Danley, Special Education Teacher
Lake Havasu High School
2675 South Palo Verde Boulevard
Lake Havasu City, Arizona 86403-4972
Voice: (520) 855-4011
Fax: (520) 855-5795

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
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Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Litchfield Elem. School

Our School

Our school in western metropolitan Phoenix serves approximately 750 students in grades 1-6.

Our Strategy

Litchfield Elementary School chose the MicroSociety program as a way to integrate School To Work concepts at our campus. Although our original design focused the program around a small postal system, the innovative minds of students caused our "society" to grow quickly.

By involving seven different area businesses, we are able to provide every sixth grader with a campus job. Positions include bank tellers, zoo keepers for two Great Horned Owls, postal workers at our campus post office, peer-mediators, student council members, store clerks in our Owl Bucks Store, file clerks, and campus beautifiers.

Sixth-graders carry their "time cards" from class to class, and teachers make appropriate notes about their performance. They receive bi-weekly "paychecks" based on factors related to job performance, classroom cooperation, and personal motivation – not academic grades. An individual students' earnings are recorded in a checkbook provided by a local credit union. With their earnings, students may purchase donated items at the school store and at monthly auctions.

Several partners provided additional activities related to this program. Our credit union partner delivered a Finance class for accelerated Math students; our resort partner sponsored a districtwide student retreat; the local post office provided instruction for our campus post office; and a pet supply store helped us learn to feed the owls.

29

Our Results

We began the program in late October. The sixth-grade discipline referrals for that month totaled 14, dropped to a low of four in November, and remained low throughout the year. Meanwhile, academic performance improved as students began to understand that pride in one's work can result in a bigger paycheck.

Our Challenges

The greatest difficulty with MicroSociety is the staff time it consumes. With all of the stress that educators already face, it is a complicated task to convince colleagues that they should add this theme to their curriculum. Unlike other efforts, the time obligations do not seem to ease as the MicroSociety matures. The reduction in discipline problems, however, more than offsets the effort expended.

Our Funding

Assistance was provided by: Desert Schools Federal Credit Union - checkbook donations, instructional services; Wigwam Resort - banquet facilities, food, auction items; Walgreens and Litchfield Drug -

Litchfield, ***cont.***

envelopes; Litchfield Post Office - instructional services; Arizona Fish and Game - two Great Horned Owls, feed, educational services; PETCO - food preparation for the owls, care instructions, community services; Boy Scouts of America - community services; Deer Valley Unified School District - instructional services; Rural Metro Fire Department - CPR training; Parent Volunteers - donations, community services; Litchfield Elementary School District - Student Activity Funds for post office building materials, district retreat.

Contact Person

Gina Singer, Social Studies Teacher
Litchfield Elementary School
553 Plaza Circle, Suite A
Litchfield Park, Arizona 85340
Voice: (602) 935-0020
Fax: (602) 935-3779

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	**Career exploration and academic and technical instruction that occur at the elementary school**	**Supporting activities provided by the school or the community**	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	Career exploration, goal setting, and academic and technical instruction that occur at the high school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
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Marana Unified School District

Our School

Located in Marana, just north of Tucson, Another Chance at Education (ACE) is an alternative school enrolling approximately 20 students in grades 6-12.

Our Strategy

The Marana Unified School District's administration has a vision to serve young people who are "long-term suspended" or expelled from our district's junior and senior high schools. The program's main goal is to enable these students to continue receiving the best education possible.

Since its inception, ACE has successfully enriched the lives of its students in the areas of academics and job skills. Any student over the age of 16 who currently has a job is eligible to attend school part-time and work part-time. This collaborative effort between the Marana Unified School District and community businesses allows students to complement their classroom learning with on-the-job experiences.

During their enrollment at the ACE program, all students are required to perform community service within the Marana district area. This service, which includes community cleanup, gives them a sense of pride and an opportunity to do something for their neighborhood.

Our Results

Our environment is sober and strict, teaching students the importance of initiative, self-discipline, and a work ethic. Marana students are placed at ACE because of past mistakes. Most students take advantage of the opportunities available here and become very successful academically. The majority of students who transition from ACE back to high school remain in classes, keep their jobs, and graduate.

Our Challenges

It is difficult to effect change in students without parent participation. Families who are supportive and interested in their child's achievement have observed major adjustments in behavior and attitude.

31

Marana, ***cont.***

Our Funding

It costs our district approximately $12,500 per year to operate the ACE program.

Contact Person

Kimberlee Holaway, Principal
ACE Alternative School
11279 West Grier Road
Marana, Arizona 85653
Best time to call: 8:00 AM to 3:00 PM
Voice: (520) 682-4773
Fax: (520) 682-4106

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Thorny-dale Elem. School

Our School

Located in northwest Tucson, Thornydale Elementary serves approximately 530 students in grades K-6. We offer several district-wide programs for special needs youth.

Our Strategy

One of our magnet programs at Thornydale is for traumatic-brain-injured children. There is very little curriculum available to meet their needs, particularly in the area of retraining "executive functioning" skills. Thornydale staff developed a program that includes school-based activities, community-based activities, and connecting activities for these students. The focus of this curriculum is the process of establishing a butterfly and hummingbird habitat on our school campus.

These students traveled to various habitats in Arizona to interview park personnel about the specific needs in each location and met with project partners at the U.S. Forest Service to plan our own habitat. The young people arranged their own field trips, prepared permission slips, wrote followup letters, and much more. Internet research improved the students' technology skills and a student-managed newsletter kept the community informed of our progress. As the students learned more about the habitat and worked more closely with the Forest Service, the vision of the habitat grew and expanded significantly.

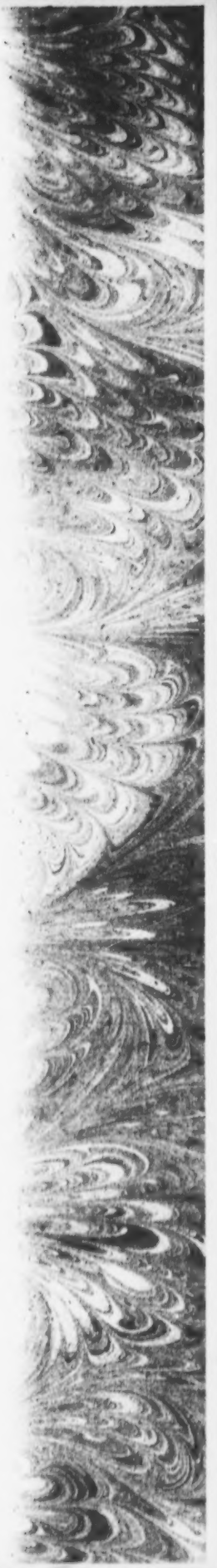
Our Results

Since the program's inception, target students have demonstrated increased ability in behavior initiation, problem solving, and persistence as indicated on their individual education plans. The program is already expanding to include other special needs students, and our long-range goal is to involve the entire student body.

Our Challenges

District support for a project of this scope is absolutely essential. We find ourselves continually seeking funding for the handicapped access features, but the students help by writing letters and speaking to community members. Networking time for staff is important. Transportation to and from community-based learning activities is also critical.

33



Thorny-dale, *cont.*

Our Funding

Funding was provided by: Marana Foundation for Excellence in Education - mini-grant for trips, materials, etc.; Pima/Santa Cruz School To Work Consortium - construction mini-grant; Marana Unified School District - labor and materials; U.S. Forest Service - guest speakers, landscape design, equipment and manpower for site preparation; and independent contractors - materials.

Contact Person

Lynnette Brunderman, Principal
Thornydale Elementary School
7751 North Oldfather Road
Tucson, Arizona 85741
Voice: (520) 682-9181
Fax: (520) 744-9630

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	**Career exploration and academic and technical instruction that occur at the elementary school**	**Supporting activities provided by the school or the community**	**Job exploration that occurs in the community**
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
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Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Thornydale Elem. School

Our School

Thornydale Elementary serves approximately 530 northwest Tucson students in grades K-6. Several years ago, we began to experience changing demographics and declining enrollment.

Our Strategy

Having successfully operated for-profit school-based businesses in the past, our sixth grade students analyzed their ability to support a non-profit entity financially. After some discussion and research, they decided to move ahead with a campus museum that features creative student work in a permanent setting.

In cooperation with the International Wildlife Museum, students explored the different types of museums and selected a focus. On field trips to museum sites around the state, teachers helped students make connections between these exhibits and their own vision for the Thornydale Museum. Painters, carpet layers, drywall installers, and electricians worked alongside students to prepare for the grand opening. Artists collaborated with students to help them learn about creating and displaying artwork. Serving on the student board of directors enhanced problem-solving and collaborative skills. The class learned patience and flexibility when the project was delayed for some reason.

In an effort to infuse School To Work concepts into the curriculum for all grade levels, our school staff agreed that younger students could enhance their communication skills by serving as docents.

35

Our Results

The students gain many experiences through this project which they might never have had otherwise. Young docents from all grade levels are being trained to give tours of the exhibits, and students voluntarily extend their school day to participate in additional museum activities. The museum operates beyond regular school hours to allow parents and community members greater access.

Our Challenges

In order to replicate this program, it is essential that the school and the community support School To Work goals. Elementary staff must constantly help younger children understand the applicability of School To Work concepts to their activities, and must convey this information to parents as well. We found that coordinating schedules with our business partners can be a challenge.

Thorny-dale, *cont.*

Our Funding

Funding and donations were provided by: Scholastic Publishing Company - materials; International Wildlife Museum - guest speakers and free admission for students; Marana Unified School District - portable building; Pima/Santa Cruz School To Work Consortium - seed money to help transform the portable building; various independent craftsmen/artists - time and materials.

Contact Person

Lynnette Brunderman, Principal
Thornydale Elementary School
7751 North Oldfather Road
Tucson, Arizona 85741
Voice: (520) 682-9181
Fax: (520) 744-9630

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Thorny-dale Elem. School

Our School

Thornydale serves approximately 530 elementary students in northwest Tucson.

Our Strategy

Thornydale teachers recognized the need to provide students with a learning environment that fosters the acquisition of academic, communication, problem-solving, and collaborative skills. In addition, we believe students learn best when they perceive instruction to be relevant. The goal of this project is to engage students in their own learning and expose them to realistic situations in which that learning applies.

Now in its third year, our School To Work project delivers workplace readiness learning to approximately 90 students annually. The young people design, open, and manage a small for-profit business in each sixth grade classroom. Past products include handmade greeting cards and water games. They learn to communicate, work in teams, think creatively, solve problems and make decisions. They become familiar with business language and age-appropriate business scenarios through the use of literature and technical reading materials. They also develop the math skills necessary for achieving business success.

Students interact with the community in a variety of ways. Bank One, Pizza Hut, Arizona Portland Cement, (among others) provide employees to speak to the students about careers and workplace expectations. Student salso travel off-campus to places of business where they observe, ask questions, and shadow employees.

37

Our Results

Documented outcomes include reduced sixth-grade absence rates, increased student accountability, a decrease in student fights, and the emergence of student leaders. Test scores in the area of problem solving showed an increase in the sixth grade. Finally, this program is self-sustaining since each class leaves seed money for the following class.

Our Challenges

The inability to set up a separate bank account outside of the school created time delays in the purchasing plan. Students learned to plan ahead in order to have enough processing time for our business office.

Educating the adults in our school community became vital. Initially, some could not see beyond the "money-making" aspects of the project. In order to ensure success, the adults involved in the program must be able to understand how the project can be integrated throughout the school year. They must also be able to relinquish a measure of control to the students during the process.

Thornydale, *cont.*

Our Funding

Funding and donations were provided by: Scholastic Publishing Company - Literacy Place materials; Bank One - student materials for checking accounts and mentoring while students determined the application/hiring processes; Arizona Portland Cement - guest speakers and job shadowing experiences; and Pima/Santa Cruz School To Work Consortium - seed money to begin the very first businesses.

Contact Person

Lynnette Brunderman, Principal
Thornydale Elementary School
7751 North Oldfather Road
Tucson, Arizona 85741
Voice: (520) 682-9181
Fax: (520) 744-9630

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Grades 9 through 12	Career exploration, goal setting, and academic and technical instruction that occur at the high school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Red Mountain High School

39

Our School

Red Mountain High School in eastern metropolitan Phoenix serves 2,600 students in grades 9-12.

Our Strategy

The technology sector of Arizona has a large shortage of computer technicians and actively recruits workers in other states. With computers playing such a large role in our lives, we felt this would be an area where we could make a difference in our community.

"A+ Certification" is a computer service technician testing program sponsored by the Computing Technology Industry Association. After two of our teachers received this training, Red Mountain High School developed a course in Computer Maintenance and Repair. Students learn to use the basic operating systems (DOS, Windows 3.1, Windows 95), build and repair computers, and install or enhance software. Course completers qualify to take the certification test. We are working to offer scholarships for students who cannot afford the testing fee. We also search for hi-tech apprenticeships for our students.

Our Results

Many course completers are hired as computer apprentices in area businesses and in our school district. In the category "Computer Refurbishing and Repair," one of our students won the state Vocational Industrial Clubs of America (VICA) contest, and placed third at the national competition. This student now works as an apprentice while pursuing a computer engineering degree at ASU.

We trained more teachers and will be offering the certification at four more schools in the fall of 1998. The A+ program is so successful that our high school plans to pilot another program called "Computer Assembly and Configuration," in which students build new computers to our school district's specifications.

Intel Corporation led our School To Work Computer Technology Cluster in organizing a group called Students Recycling Used Technology (StRUT). StRUT refurbishes and upgrades computers then donates them to non-profit organizations in the area, including schools. These business partners are also helping us develop more apprenticeships for our students.

Our Challenges

We experienced fiscal difficulties in getting our teachers trained for A+ Certification, but a scholarship through our School To Work/Tech Prep consortium provided the funds. We also wanted to teach the new class as a cooperative effort between business and industrial technology teachers, which we finally achieved. StRUT helped us overcome the hurdle of acquiring enough computers.

Red Mountain, *cont.*

Our Funding

School To Work scholarships and Tech Prep grants funded teacher training. Vocational Education funds purchased materials and equipment. Intel donated used computers. Mesa Unified School District purchased new computer parts for installation.

Contact Person

Dr. Carl Fielder, Vocational Specialist
Red Mountain High School
7301 East Brown Road
Mesa, Arizona 85203
Voice: (602) 396-1869 or 898-7879
Fax: (602) 396-1868

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	**Supporting activities to connect grades 9-12 with postsecondary education that occur at school**		**Supporting activities to connect grades 9-12 with postsec. education that occur in the community**
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Mingus Union High School

Our School

Located in central Arizona's Verde Valley at Cottonwood, our rural high school serves 1,200 students in grades 9-12 from five feeder schools.

Our Strategy

Mingus Union High School developed a four-level work experience program to meet the needs of all students. We wanted an economical program –both in staffing and funding requirements. We also wanted it to help students make successful transitions from high school to postsecondary education or meaningful employment regardless of career aspirations, abilities, challenges, or learning styles.

In this strategy, we work closely with vocational teachers to "place" and supervise program completers. We are proud to have secured the cooperation of area businesses and social service providers for this effort.

Beginning students take part in school-based occupational experiences, such as working on the campus grounds crew or in the bus barn. At the second level, outcomes focus primarily on general work knowledge and workplace essential skills. At the third level, students go into the community for job shadowing and sometimes also receive mentoring. The third level consists of experiences more like traditional cooperative education, in which students commit to a specific workplace. At the most advanced level, the students work in semi-professional internships.

Our Results

We serve approximately 400 young people through this program each year. These experiences are open to every student at Mingus High School, regardless of ability or grade level. Some students gain permanent employment at the place where they complete their internship.

Our Challenges

It is always more difficult to place special needs students, for a variety of reasons. In addition, our rural setting creates some placement challenges. Fortunately, we have found creative solutions and willing partners to address both of these issues. Some of our students are able to travel to nearby towns and cities for their internships.

Mingus, ***cont.***

Our Funding

The following funding sources support this program: school district funds, Vocational Priority Program funds, Perkins funds, donations from area businesses, Job Training Partnership Act (JTPA) funds, Vocational Rehabilitation funds, scholarships, and the Yavapai/Apache Tribe.

Contact Person

Lois Lamer, Vocational Director
Mingus Union High School District
1801 East Fir Street
Cottonwood, Arizona 86326
Voice: (520) 634-5691
Fax: (520) 634-5691

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	Career exploration, goal setting, and academic and technical instruction that occur at the high school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Kingman High School-North

Our School

Kingman is a growing rural, high desert community of approximately 25,000 people. Kingman High School is a comprehensive high school with strong academic departments and 14 outstanding vocational programs. Our North campus houses grades 10-12, and ninth graders attend the South campus. Both campuses serve a total of about 1,600 students on a trimester system with 66-minute class periods.

Our Strategy

We created our Business Partnership Class for the benefit of both students and employers. The Kingman business community observed that prospective employees in the area seemed to have no idea how to apply for a job. Many did not possess the skills necessary to fill out an application, nor did they have a resume. Quite a few did not even know how to present themselves professionally for a business interview. The community expressed this concern to our chamber of commerce, and they in turn approached our district superintendent about the problem.

As a result, we built a partnership with the community. It focuses on an existing Family and Consumer Sciences course that teaches these skills. Throughout the 12-week class, local chamber members visit the classroom to share their experiences and knowledge with our students. Topics range from interview etiquette to dealing with coworkers and choosing a career. The class also includes a competition during which teams of two business people interview individual students. The feedback from this part of the classwork is invaluable. Each class member who maintains an "A" throughout the trimester receives a "Certificate of Mastery" with the course competencies listed on the back. Members of the Kingman Chamber of Commerce honor this certificate by giving these students hiring preference.

Our Results

Since the program's inception in 1994, there have been 283 students eligible and 66 certificates awarded. The business people in our area are very willing to help high school students in this manner. They love to visit the classroom, which we knew would make the effort a success. Not only is it interesting for the students, but it reinforces the competencies that we teach. Many, many chamber members offer to help in any way. We hear it time and again – "I wish they had offered this kind of class when I was in school!"

Our Challenges

The process of implementing a class like this posed minimal challenges. Since the major force behind this partnership came from the community, we struck a gold mine. The Chamber of Commerce Education Committee made the job very easy by setting up all the guest speakers, interviewers, and career panelists. People in our community regularly call to volunteer their services in the classroom.

Kingman, *cont.*

Our Funding

This program can be implemented tomorrow. Although the value of our business partners' time has never been calculated, there is no direct cost to us.

Contact Person

Julie Maier, Family and Consumer Science Instructor
Kingman High School – North
4182 North Bank Street
Kingman, Arizona 86401
Best time to call: after 1:00 PM
Voice: (520) 692-6480 x588
Fax: (520) 692-6418

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	Supporting activities to connect grades 9-12 with postsecondary education that occur at school		Supporting activities to connect grades 9-12 with postsec. education that occur in the community
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Page High School

Our School

Our community is located on the northern border of Arizona at Lake Powell. Page High School serves approximately 1,100 students in grades 9-12.

Our Strategy

Several years ago, a social studies class was talking about the needs of the city of Page. They decided that young people in Page needed a place to call their own. The Page High School/City of Page Youth Center Project was born during this discussion.

The students asked the city council to approve the idea and allocate a site – preferably in the city park. The council approved the project and set aside $150,000 to pay for any extra labor needed under special circumstances such as pouring large amounts of concrete. They stipulated, however, that all materials for the project must be donated.

After city council approval, the project began to move ahead. An architect donated a complete set of plans for a roller-skating rink, three basketball courts, and a youth center. The Building Trades instructor agreed to coordinate all donations and time lines to keep the project moving. Students from our Building Trades class agreed to do the construction work.

Our Results

The building started in the fall of 1997 and is still in progress. We finished the skating rink and two basketball courts, and the youth center is partially complete. The Building Trades class feels a sense of ownership in these structures. They are learning to apply what they study in the classroom and gaining valuable skills that create employment options.

Our Challenges

Initially, the biggest difficulty was finding a project coordinator. After a local contractor persuaded the Building Trades instructor at Page High School to spearhead the effort, the project moved quickly.

Page, *cont.*

Our Funding

Our success is a direct result of the businesses and individuals who donated all the necessary materials to complete the project. A local engineering firm donated the engineering work, the City of Page donated the land; and community businesses donated materials, heavy equipment work, concrete, lighting, piping, electrical, and more.

Contact Person

Richard Smith, Building Trades/Cabinetmaking Instructor
Page High School
PO Box 1927
Page, Arizona 86040
Best time to call: 7:45 AM to 4:00 PM
Voice: (520) 608-4100 x5809
Fax: (520) 645-9243

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Centennial High School

Our School

Centennial High School serves 1,900 students in grades 9-12 in western metropolitan Phoenix.

Our Strategy

Our district saw the Cisco Network Technician Academy as an opportunity to provide a well-organized, advanced technology program for our students. This program prepares students to enter the high-tech, high-demand, high-paying field of computer networking.

Designed specifically for high school implementation by Cisco Systems, this curriculum incorporates hands-on, project-based activities and multimedia. Students learn the theories of computer network technology by accessing Internet-based examples, movies, and analogies. Industry professionals provide in-class mentoring and observation throughout the course, and students participate in job shadowing or internships to gain work experience. Quizzes, exams, and projects measure technical attainments, and the mentors help judge students' ability to communicate networking concepts. Upon completion of this 4-semester course, students are eligible to take the Cisco Certified Network Technician exam. Since this certification is recognized within the industry, it adds credibility to their competency claims and leads to immediate employment opportunities.

Our Results

The program was well received by our entire community. The number of student applicants for the program exceeded the available positions, and a number of adults asked if we would provide similar training for them. Major corporations requested student interns and extended job offers to course completers.

Our Challenges

Students interpreted the written information differently than we expected. If they were unfamiliar with journaling skills, they also had difficulty determining which information to include in the required technical notes. To eliminate these problems, we distributed lesson highlights prior to each class period including such things as key concepts and vocabulary.

Centennial, ***cont.***

Our Funding

Cisco Systems donated switches, routers, curriculum and teacher training. The school district paid for computers, salary, facilities and the network. Other gifts include five computers, tools and cable, and additional training.

Contact Person

Ronni Unger, Instructor
14388 North 79th Avenue
Peoria, Arizona 85381
Best time to call: 1:00-2:00 PM
Voice: (602) 412-4000 x3239
Fax: (602) 486-2488

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Prescott High School

Our School

Prescott is located in north central Arizona. Our school serves about 1,800 students in grades 9-12.

Our Strategy

Prescott High School's goal is to provide career information, on-the-job experiences, and job-related curriculum support for our seniors. To accomplish this, we wrote our own flexible curriculum for independent study and developed partnerships for community-based instruction. We call this program "Diversified Cooperative Education" or "DCE," and it is the capstone of eight different vocational programs at Prescott High School. Curriculum modules include topics such as attitude, teamwork, ethics, gender equity, and harassment.

Several community-based learning experiences (in addition to the work experience) provide opportunities for students to talk with adults outside the school setting about the real school-to-work connection. For example, students arrange their schedules to participate in Toastmasters, meet with a financial planner, and do community volunteer work.

The program provides support services directly relating to each senior's employment situation in a way that the student finds rewarding. It helps them become more self-motivated, understand workplace expectations, and see those requirements as reasonable.

Our Results

We have as many as 150 students employed per year with less than two percent job loss, resulting in some very good press from our local media. New employers are added to our partnership regularly. They say our students are "computer literate, very sharp, and open to learning" and that our "students [perform as if they had] the equivalent of one or two year's experience." Students say, "This class is hard work but it is very beneficial. It teaches us responsibility and pays off in the end."

The complete flexible independent study curriculum is available from Prescott Unified School District on Microsoft Word diskettes. This allows any other school to change and customize the material. You can download samples from the National School To Work Learning Center website at http://www.stw.ed.gov.

Our Challenges

There must be a limit to how many students can participate in this popular program at any one time. The school screens applicants, and places only those students who are ready for the experience. Finding new business partners is a constant challenge.

Prescott, *cont.*

Our Funding

Prescott Unified School District pays approximately $3,000 for early release coordination time, extended summer contract, and travel.

Contact Person

Tom Bockman, DCE Coordinator
Prescott High School
1050 North Ruth Street
Prescott, Arizona 86301
Best time to call: afternoons
Voice: (520) 445-2322 x134
Fax: (520) 778-6106
email: cleo1@aztec.asu.edu

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
Grades 7 through 8	Career exploration, goal setting, and academic and technical instruction that occur at the middle school	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community
Connecting Activities	Supporting activities to connect grades 7-8 with 9-12 that occur at school		Supporting activities to connect grades 7-8 with 9-12 that occur in the community
Grades 9 through 12	**Career exploration, goal setting, and academic and technical instruction that occur at the high school**	**Supporting activities provided by the school or the community**	**Job training and workplace experiences that occur in the community**
Connecting Activities	**Supporting activities to connect grades 9-12 with postsecondary education that occur at school**		**Supporting activities to connect grades 9-12 with postsec. education that occur in the community**
Postsecondary Education	Career exploration, goal setting, and academic and technical instruction that occur at the college/university	Supporting activities provided by the school or the community	Job training and workplace experiences that occur in the community

Show Low High School

Our School

Located in the White Mountains of eastern Arizona, Show Low High School serves approximately 800 students in grades 9-12.

Our Strategy

Less than 10 percent of Arizona high school graduates earn a 4-year degree, and most Show Low High School graduates move away from the area after graduation, according to our research. These facts made it seem imperative to give our students marketable skills. To meet that goal, we established an internship with a two-fold vision: to allow students to receive some of their instruction in the community while gaining valuable work experience.

At the school, our Apparel Design and Merchandising class offers basic training on the principles of design, fashion, and clothing construction. Next, students participate in a School To Work experience during which they complete a merchandising internship.

The local store manager for Fashion Bug shares her expertise with the class regarding career opportunities and career planning in this industry. She acquaints students with the policies and procedures of her company. Afterward, the class visits the store to learn about department layout, merchandising techniques, and employee regulations. Each member of the class fills out a job application and participates in a mock interview. On the students' next visit to the store, sales associates coach them while they create merchandise displays and the store places a sign in front of each display with the student designers' names.

Our Results

Now in its second year, the experience has expanded to allow students to participate as sales associates. They receive merchandise, oversee dressing rooms, stock merchandise, and wait on customers.

Through a teacher internship at this store, sponsored by the Arizona Department of Education, our high school teacher was able to develop good rapport with the employees and learn things that enhance the merchandising aspect of this class.

Our Challenges

Time constraints made it difficult to arrange program planning between the store manager and the high school instructor. Lack of space at our school limits on-campus simulations for this course, but the solution described above is very beneficial to the students.

Show Low, *cont.*

Our Funding

Carl Perkins Funds paid for supplies; Fashion Bug donated their time for mentoring and speaking in the classroom.

Contact Person

Kathy Johnson, Family and Consumer Science Education
500 West Old Linden Road
Show Low, Arizona 85901
Best time to call: after 2:00 PM
Voice: (520) 537-6200 x6207
Fax: (520) 537-6299

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Show Low High School

Our School

Located in the White Mountains of eastern Arizona, Show Low High School serves approximately 800 students.

Our Strategy

Our facilities do not allow us to offer the recommended 50 percent of field work for Level III competency attainment on our campus. To address this handicap, we established a work-based experience component for our Child Care and Guidance program.

Students spend half of their time in the classroom, completing Child Development Associate (CDA) competencies. These modules are designed to be self-paced, but we teach them as classroom units. During the remaining time, students rotate to four different community preschools which enables us to observe the student actively participating in a child care setting. Students receive additional instruction from the state Child Care and Guidance competencies and other resources.

Participating students must supply their own transportation to the various preschools. They are assigned to groups, with a designated driver. If the driver is absent that day, the school must provide transportation. So far, this plan has been successful.

Through a Tech Prep Agreement with Northland Pioneer College, students in our Occupational Child Care class can receive as many as nine hours of free college credit, while enrolled at Show Low High School.

53

Our Results

Students achieve an Associate's Degree much sooner thanks to the articulation agreement with Northland Pioneer College. In addition, those interested in Early Childhood Education or preschool management gain valuable work experience and employability skills.

Our Challenges

Without the participation of these business partners, it would be impossible for our students to be "program completers." We are a one-teacher department, and this classroom is a traditional foods/clothing lab which leaves no space for occupational simulations. Schools in similiar straits should consider this very rewarding partnership option.

Coordination between the instructor and the managers of four different preschools is difficult. Release time would be helpful. The teacher currently does all placement and coordination after school on personal time.

Show Low, *cont.*

Our Funding

The only funds received for this effort were for classroom educational supplies through the Northland School To Work Consortium. All coordination is done after school hours on personal time.

Contact Person

Kathy Johnson, Family and Consumer Science Education
500 West Old Linden Road
Show Low, Arizona 85901
Best time to call: after 2:00 PM
Voice: (520) 537-6200 x6207
Fax: (520) 537-6299

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Buena High School

Our School

Buena High School is located at Sierra Vista, in the mostly-rural county of Cochise. We serve approximately 2,600 students in grades 9-12. The major employers in our city are the United States Army and the Civil Service.

Our Strategy

The faculty of Buena High School sees a need to provide a curriculum that makes a strong connection between language skills and various career possibilities. Although teachers know that language skills are important in most professions, a stronger effort is needed to help young people see the relationships. By linking the English curriculum to career skills, we hope to encourage students to become more engaged and therefore more successful in the English courses.

Last year, we implemented a new ninth grade course called Information Technology that fully incorporates the objectives of English and Introduction to Technology by relating all traditional language skills to specific career fields. For example, short story analysis and writing is interwoven with introductory journalism skills; the personal narrative is taught in conjunction with TV production; in Commercial Art, students develop a travel brochure describing the travels of Odysseus of *The Odyssey*. Similar pairings take place in Graphic Communications and Photography. The curriculum is divided into five-week units, and student groups rotate to teachers who are expert in the various vocational areas.

Our Results

Semester grades from fall of 1997 indicate that in its current form, Information Technology is achieving our goal. The traditional ninth grade English class had a failure rate of over 14 percent, while the Information Technology class posted a failure rate of only 6 percent. For various reasons, the relatively small class size of approximately 15 students was a contributing factor in this success.

Our Challenges

Because this is a program for freshmen, it is important that there be strong communication between the high school and its "feeder" schools. Some perceived this option as a vocational course. Although it fulfills the vocational graduation requirement for our district, students also receive one full English credit. The current lead teacher is a former English department chair, which assures that the required language skills for ninth grade are fully explored.

It is important for all teachers involved with the program to have common planning time so they can work in a coordinated manner, share ideas, and come to agreement on things like grading and scheduling. The small size of each rotation group allowed staff to more closely supervise student use of expensive equipment.

Buena, ***cont.***

Our Funding

Approximately $10,000 each from Vocational Priority Program and district funds was applied toward the implementation of this new course, for a total of $20,000.

Contact Person

Kristine Marchiando, Associate Principal
Buena High School
3555 Fry Boulevard
Sierra Vista, Arizona 85635
Best time to call: 7:00 AM to 4:00 PM
Voice: (502) 515-2800 x109
Fax: (520) 515-2877

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Collier Elem. School

57

Our School

Our school in northeastern Tucson serves approximately 370 young people in grades K-5.

Our Strategy

Collier's goal is to build community bridges while teaching students lifelong skills such as patience, teamwork, perseverance, responsibility, safety, and organization. Last year, students built two stained glass windows for our school office. After completing that project, we wanted to take their experience to a new level by adding a business component.

This year, a sixth grade class invited our local McDonald's owner to view the completed office windows. They suggested that we design and build a stained glass window for her restaurant, and she liked our idea. We listened as she talked about the motif of the dining room and the elements she wanted to see in the window. Next, we held a brainstorming session to develop possible designs. The class selected one, and presented it to our client for approval. After computing material costs, we made an estimate that would assure us of "breaking even" on the project. Our bid was approved and the class drew up a contract specifying payment and completion timelines. Students who worked on the previous project (along with others who have a special aptitude) acted as project supervisors and helped teach new students all the necessary skills.

Our Results

We built a real partnership with the community that will last a lifetime. In addition, parents expressed praise and support of this unique project. Our district superintendent is extremely enthusiastic and supportive as well. This project was a "Kids First" story on the local ABC News and was featured in the *Tucson Citizen*.

The students learned firsthand that each step of the process must be finished correctly before the next step can be taken and that teamwork is essential for success. From the very beginning, the class was focused on completing their commitment. They worked both collaboratively and cooperatively on the project. Their enthusiasm was effervescent.

Our Challenges

One must be patient and have an incredible amount of perseverance in order to move this project through each step, although the program was so fulfilling that difficulties seem unimportant.

For this program to be implemented in another district, it would need three important elements: a teacher who also has a background in stained glass, an arts organization to back the program, and a business sponsor from the community.

Collier, ***cont.***

Our Funding

McDonald's contributed $1,500 to cover the cost of the materials and the salary for an artist to help with the project. Very Special Arts Arizona acted as fiscal agent.

Contact Person

Lee Burhans, Fifth Grade teacher
Collier Elementary School
3900 North Bear Canyon
Tucson, Arizona 85749
Best Time To Call: 8:00-9:00 AM or 3:00-4:00 PM
Voice: (520) 512-3540
FAX: (520) 512-3542

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Tucson Unified School District

59

Our School

Tucson Unified School District is an urban district in southern Arizona serving approximately 64,000 students in over 100 schools.

Our Strategy

The National Career Development Guidelines are used throughout the district in the guidance program. At the elementary level, it was evident that teaching careers and School To Work concepts was very important. It was also clear that there was a significant lack of available curricular materials for students in Kindergarten through grade 3.

Elementary counselors developed and wrote an interactive learning kit called "Careers On Wheels" or "C.O.W.s " that supports the six Arizona career pathways. Written materials for the teacher include specific lessons addressing career education and knowledge, career day plans, pathways information, and implementation tips. The kit also includes a three-foot-tall, cow-shaped cart on wheels. The C.O.W. cart is filled with supplies that are used by the students to participate in roleplay activities featuring specific career pathways. For example, the "cow" would be filled with x-rays, stethoscopes, masks, surgical gowns, lab coats, etc. to highlight the health field.

Our Results

This activity meets the National Career Development competencies for early elementary grades. We piloted the program in Kindergarten through first grade, and the kids loved it. Their awareness of the six Arizona career pathways increased 100 percent. A description of the program, along with purchasing information, is available in booklet form through our district.

Our Challenges

The main challenge was to bring career awareness to students in grades K through three. It was evident that the lessons needed to be developmentally appropriate and interactive.

Tucson, ***cont.***

Our Funding

This kit was designed and written by school counselors working under a U.S. Department of Education demonstration grant. The cart cost approximately $200.

Contact Person

Judy Bowers, Counselor
Holly Colonna, Counselor
Tucson Unified School District
PO Box 40400
Tucson, Arizona 85717
Voice: (520) 617-7184
Fax: (520) 617-7177

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	**Career exploration and academic and technical instruction that occur at the elementary school**	**Supporting activities provided by the school or the community**	**Job exploration that occurs in the community**
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Tucson Unified School District

61

Our School

Tucson Unified School District is an urban district in southern Arizona serving approximately 61,000 students in over 100 schools.

Our Strategy

Our district is committed to educating students for the 21st century and preparing them to enter the work force. We use a multitude of strategies to support this goal.

One such strategy is the annual portfolio conference called "Transitions in Learning and Life," a day-long activity for high school juniors and seniors held at Pima Community College. We provide bus transportation to the college on the day of the conference. Students and their teachers receive information packets on arrival, and members of the district's student advisory council serve as campus guides.

The day begins with a keynote speaker and continues with a variety of breakout sessions. Specific topics include "Who Gets the Job and Why," "Matching Learning with a Career," "Portfolio Models from Professionals," and "Portfolios and College Credit." The sessions follow a variety of formats such as panel discussions, presentations, and portfolio reviews.

Our Results

Student attendance rose from 200 to 600 this year. Participant evaluations indicate that it is a very successful activity. We believe the event has significantly increased the interest in portfolios and understanding of their potential among both students and staff. It has also been a great opportunity to involve teachers, students, businesses, and the college in connecting school to work.

Our Challenges

Conference committee members met personally with interested teachers to address any concerns prior to conference day, and we provided information flyers as well.

Initially it was difficult to move participants through the agenda and around the college campus in a timely manner. We solved the challenge by keeping teacher/student groups together, providing more comprehensive maps, and adding the campus guides.

Tucson, ***cont.***

Our Funding

All presenters from the community and the college donated their time. Student transportation, hospitality, and printing costs were handled by various district departments. Pima Community College donated their services and facilities as the host site. TUSD's Division of Curriculum and Instruction funded the remaining costs. Total expenses are approximately $10,000.

Contact Person

Rebecca R. Montano, Assistant Superintendent
Tucson Unified School District
PO Box 40400
Tucson, Arizona 85717
Voice: (520) 617-7348
Fax: (520) 617-7247

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
Connecting Activities	Supporting activities to connect grades K-6 with 7-8 that occur at school		Supporting activities to connect grades K-6 with 7-8 that occur in the community
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Wakefield Middle School

Our School

Located in southwest Tucson, Wakefield is home to approximately 700 students in grades seven and eight, 90 percent of whom are at-risk. We are also a bilingual model site.

Our Strategy

The Wizards of Wakefield is the name of a partnership among Tucson Newspapers, the *Arizona Daily Star*, the Tucson Police Department, and Wakefield Middle School. The goal of this partnership is to give students tools they need to graduate from high school and be prepared for the Tucson workforce.

The Wizards developed an activity that exposes young people to publishing careers while announcing the partnership to our community. As one of our first programs in 1997, *Arizona Daily Star* employees visited Wakefield and students visited the offices of the *Star*. With the assistance of newspaper staff our students completed the writing, design, and layout of a four-page newspaper section. Called "The Wakefield Star," this document was delivered as the cover section of our neighborhood paper.

In related activities, school staff also participated in job shadowing at the newspaper. Police and newspaper personnel served as mentors to seventh graders. As a result of these reciprical activities, we wrote handbooks for both the teacher job shadowing and student mentoring.

Our Results

In 1998 the Wizards plan to publish another four-page spread with articles from all the "feeder" schools. We also hope to develop a literary magazine, continue the job shadowing, and expand the mentoring opportunities. (We recently received a second grant to develop the literary magazine and a compact disc.)

Our Challenges

The partnership committee was surprised by the amount of training required to prepare business personnel for working with students. We used the job shadowing handbook, the mentoring training handbooks, and staff development to bridge this gap. People seem to fear working with teenagers and Wakefield's staff needed to make it safe for adults to interact with students.

Wakefield, *cont.*

Our Funding

Wizards of Wakefield received a $13,000 grant from the Pima/Santa Cruz County School to Work Partnership. The funds paid for teacher job shadowing, handbook development, and other expenses.

Contact Person

Maria Patterson, Principal
Wakefield Middle School
101 West 44th Street
Tucson, Arizona 85713
Best time to call: 8:00 AM to 5:00 PM
Voice: (520) 617-6180
Fax: (520) 617-6187

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	**Career exploration and academic and technical instruction that occur at the elementary school**	**Supporting activities provided by the school or the community**	**Job exploration that occurs in the community**
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Tolchii' Kooh Charter School

Our Partnership

Located approximately 50 miles east of Flagstaff in northeastern Arizona, our partnership serves 540 students under the jurisdiction of the Bureau of Indian Affairs. We are part of a School To Work coalition that serves 1,800 students in eight communities.

Our Strategy

In 1995, Ronald K. White, our education superintendent, began a systematic plan to help local Native American leaders understand how School To Work can benefit their communities by reintroducing and reinforcing their traditional ways of life. Our vision is to prepare young people for employment in a variety of present-day professions that make sense in light of the knowledge and skill valued in their community. It is important to acknowledge these traditional values while taking advantage of the best new instructional methods.

We involved as many of the regional government and business representatives as possible. Once we had the cooperation of three local "chapters" or community groups, we established a common vision. Only then did we develop implementation plans. These planning efforts established closer cooperation among eight schools that serve neighboring Navajo and Hopi communities.

Traditional farming methods are being taught once again, utilizing labor-saving tools such as rototillers. In another example, traditional decorative arts are produced in quantity using drill presses, electric saws, and other machinery. Some of these courses are focused around school-based enterprises. The outdated mathematics curriculum at Leupp Technical High School has been replaced with a modern, project-driven approach resulting in physical representations of geometric and algebraic principals. We also added more career counselors to work specifically with students at the boarding schools in our partnership area.

65

Our Results

These alterations radically changed students' attitudes toward learning, which has in turn virtually eliminated discipline and attendance problems.

In the spring of 1997, the first-ever Native American Indian School To Work Conference took place in Phoenix, Arizona. Representatives of our board and staff joined 300 Indian educators and business leaders to share ideas and learn from each other. Some traveled from as far away as Alaska to be part of the conference.

More teachers are now informed of the STW objectives and these objectives are being aligned with our Goals 2000 efforts. The direct grant from the Department of Labor in Washington, D.C., has been more successful than past efforts because the goals of School To Work are compatible with local needs.

Tolchii' Kooh, ***cont.***

Our Challenges

Local partnerships can greatly increase the resource base and help ensure that youth in grades K-16 achieve career success. Forming partnerships is a new and challenging concept, but empowering a community can help all of its children.

Our Funding

We received a 5-year federal School To Work grant totaling more than $500,000. We also received donations and in-kind services.

Contact Person

Don Decker, STW coordinator
Tolchii Kooh Charter School
HC-61 Box D
Winslow, Arizona 86047
Voice: (520) 686-6351
Fax: (520) 686-6352

	School-Based Activities	Connecting Activities	Work-Based Activities
Grades K through 6	Career exploration and academic and technical instruction that occur at the elementary school	Supporting activities provided by the school or the community	Job exploration that occurs in the community
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Glossary

Academic/Vocational Integration

Academic/vocational integration incorporates instruction in the same academic standards established for all Arizona students, as well as the occupational skills necessary for entry-level employment.

All Aspects of An Industry

Students receive exposure to all components of an industry or industry sector, such as the planning, management, finance, technology, labor, and production functions. They also explore the inherent safety, health, community, and environmental issues.

All Students

In a particular grade level or school/district, all students are enabled and encouraged regardless of gender background, circumstance, or educational goals. Programs for "all students" ensure that everyone, regardless of academic, social, cultural, ethnic, age, or physical differences receives equal access to educational services.

Alternative School

A school or school district may establish an alternative school to meet a recognized need for an educational option that offers a structure or focus that is different from that required by the majority of its constituents.

Alternative Work-Based Learning Strategies

The school or district provides alternative delivery methods for occupational experiences, either because local workplace opportunities are limited or because a given program structure is more suited to the available resources.

Apprenticeships

During this process the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

Arizona Essential Skills

The Arizona Essential Skills are state standards of performance in core subject areas. Student competence is measured at the end of the 3rd, 8th, and 12th grades in such areas as math, science, and language arts.

Arizona's Instrument to Measure Standards

AIMS is the testing system which measures student achievement against the outcomes delineated in the Arizona Essential Skills, the state standards for academic performance.

Articulation

Articulation as a concept is applied both in the curricular sense and the administrative sense. Horizontal articulation generally refers to a system allowing smooth transitions between courses or programs. Vertical articulation means that the student has a smooth transition from one educational level to another; it can also mean that courses within a subject, school, or program are aligned to form a mutually supportive sequence of instruction.

Authentic Assessment

Criterion-referenced, performance-based measurements (compatible with the student's learning style) are used to evaluate individual achievement. See Norm Referenced.

Basic Grant

Part of the Carl Perkins Federal Act monies, Basic Grants are designed to supplement state and local vocational funds for the purpose of providing services to special populations in vocational education.

Benchmarking

Benchmarking is the continuous process of measuring products, services, and practices against strong competitors or recognized industry leaders. It is an ongoing activity, intended to improve performance; it can be applied to all facets of operation; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on comparing best practices among enterprises that are not alike.

Block Scheduling

Block scheduling is a means of circumventing the time constraints of the single class period. The traditional school day is typically divided into six or seven classes that each last from 45 to 55 minutes. With few exceptions, classroom instruction begins and ends within the allotted time period. "Block" courses may be scheduled for two or more continuous class periods or days. This schedule offers many advantages, including a reduction in the instructional time lost in passing between classes.

Business Compacts

Business compacts are informal contracts among community leaders to work together to define common goals and strategies for initiating and sustaining local educational reform. Compacts provide a structure of mutual accountability, because all participants agree to work together and individually to support group goals. Efforts of compact members may include creating employment opportunities for students, helping to restructure educational systems, and providing local labor market information.

Career Academy

These schools-within-schools offer students academic programs organized around broad career themes. Integrating classroom instruction with work-based learning, academies equip students with the necessary skills for both workforce entry and postsecondary admission.

Career Pathways

Career pathways offer students a coherent sequence of courses appropriate to a cluster of related occupations, minimally resulting in a high school diploma or skill certificate, and learning to post secondary educational training programs.

Charter Schools

Considered to be public schools, these schools are "chartered" by either local district school boards or the Arizona State Board of Education to address a unique local educational goal.

Coherent Sequence of Instruction

A series of articulated educational experiences that build on previous learning, and are designed to become progressively more challenging.

Collaboration Time for Teachers

School staff function in a participative environment that may include common "planning periods" with other teachers, a common planning space, and even adjoining or shared classrooms.

Comprehensive Programs

A sequence of courses including Level I Technological Foundations, at least one Level II Cluster, at least one Level III Occupational Program, and opportunity for Level IV postsecondary enrollment. (See Level I, Level II, Level II, and Level IV in this Glossary.)

Connecting Activities

The application of supportive programmatic or human resources for the purpose of linking school- and work-based educational programs.

Criterion-Referenced Assessment

In contrast to "norm-referenced" assessments that measure students against their peers, criterion-referenced evaluation measures an individual's performance against a specified standard.

Curriculum Restructuring

Many schools and districts adopt or design model curricula predicated on active involvement of representatives from a given community, industry, or skill cluster.

Dual Enrollment

A program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.

Elementary School

An agency that is both classified as elementary by state and local practice and is composed of any span of grades not above grade eight. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Individualized Career Exploration and Development

Each student is given the opportunity to acquire job search skills, set career and education goals, explore career options, and participate in a sequential program of study.

Innovative Teaching Methodologies

Teachers and/or schools have adopted practices more effective than prior methods, or new practices that reach previously unserved or underserved populations.

Integrating School and Work

Educators and representatives of a particular school cluster jointly develop a planned program of paid or unpaid mentoring, job training, and work experiences.

Interagency Agreements

Some connecting activities facilitate linkages with established youth and work force development initiatives either at the local, state, or national level.

Job Shadowing

Job shadowing is a process s whereby students are taken to a place of business and allowed to observe the employees going about their daily work. Shadowing is typically a relatively short unpaid experience, it can be only a few hours in length or it can extend over a few days.

Leveraging Funds

The practice of combining funds from separate sources to maximize the impact on a single goal (or set of goals).

Level I Technological Foundations

Technological Foundations is designed to serve all students in grades 7-8. It provides a foundation for the skills necessary to succeed in Level Ii occupational clusters. Students in Level I are given opportunity to learn about the world of work, personal career interests and aptitudes, and some basic processes used across all occupations.

Level II Occupational Clusters

The Level II clusters are organized into five distinct clusters of related occupational skills. They are Applied Biological Systems (the environment, health, and natural resources); Business Management Technology (business and aspects of administration); Human Services Technology (social systems and personal services); Industrial Technology (engineering and industrial applications); and Information Technology (visual arts and communication media).

Level III Occupational Programs

Level III occupational programs are organized around more specific occupational skills, and coordinated with industry standards (wherever they exist), and designed to be articulated with postsecondary institutions through systems such as Tech Prep.

Level IV Postsecondary

The Level IV experience was designated as the place in the system where students enter a variety of educational options including community college, university, private vocational schools, and others. Also included here are adult training/retraining programs.

Marketing and Public Relations

Specific strategies, including marketing materials, advance a positive image for the program or activity.

Mentorship

Working with a student on-a on-to-one basis, mentors typically dedicate a few hours each month to familiarize their student with the workplace, offer insight on basic skills needed, or assist with school projects and personnel issues.

Norm-Referenced

The practice of measuring individual performance against a "normal" score that has been calculated for a given group. (See Criterion-Referenced.)

Occupational Cluster

A grouping of occupations from one or more industries that share common skill requirements.

Outcomes

Outcomes are typically broad, measurable aspects of student or program performance.

Performance-Based Evaluation

A process of evaluating individuals or programs based on observable performance of a specified task to a given level of competence.

Portfolio

A collection of work that documents a student's educational performance and employment experiences over a range of time. Portfolio files are a collection of student work, with little or not critique; working portfolios are "works in progress"; show portfolios generally include the best examples of a student's work.

Postsecondary Institution

A school that provides formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalency certificate. This includes academic, vocational, and continuing education programs. Vocational basic education programs and adult basic educational programs, however, are generally not included.

Priority Funds

Arizona state funds targeted to high-cost vocational programs that are training students for high-demand occupations.

Professional Development

Education and training strategies designed to ensure that teachers, administrators, workplace mentors/instructors, counselors, and other staff are fully qualified and frequently updated.

Restructure School Schedules

The master schedule or calendar is adjusted to better meet the needs of teachers and/or students. See Block Scheduling in this Glossary.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. Based on its research, the commission identified five "competencies" and three "foundations," released in several reports.

School-Based Activities

Activities and programs that specifically address educational goals and outcomes adopted by the school and/or district.

School/Employer Agreements

These agreements are generally more formal than person-to-person arrangements and specify contributions to be made by each party.

Secondary School

A school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7,8,9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Service Learning

An instructional method in which students earn course credit for proving hands-on community service. A guiding principle of service learning is that students better understand their academic instruction when they apply course content in a real-world setting. Students benefit from acquiring knowledge and learning civic responsibility, while the community benefits by having a pressing local issue addressed.

Site-Based Collaboration

Staff formally collaborates on instructional objectives and content between classroom, departments or school sites.

Site-Based Enterprise

The production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in all aspects of the project.

Skill Certificates

These are portable, industry-recognized credentials that certify the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area.

Skill Standards

A skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Efforts are underway tin some skill areas to provide nationally recognized standards of performance.

Standard-Driven Learning

The student, program or institution is expected to achieve stated specific educational outcomes and levels of performance.

Supportive Services

An education/business partnership provides the legal, programmatic, or human resources necessary to facilitate linkages between school-based and work-based activities. Such services include arranging transportation, matching students with employers, managing job placement, arranging mentorships, continuing education courses, and student follow-up studies.

Tech Prep

These programs offering at least four years of sequential coursework at the secondary and postsecondary levels to prepare students for technical careers. Programs typically begin in the last two years of high school, result in an award of an associate's degree or certificate after two years of postsecondary training. They may provide opportunities for dual enrollment in secondary and postsecondary institutions.

Title Monies

Title monies are funds granted by various Federal Acts or "titles" to address specific needs or serve particular populations.

Work-Based Activities

Experiences that take place either at community business sites or within environments designed to closely resemble the actual workplace.

Work-Based Learning

Employers and educators jointly develop experiences that incorporate mutually supportive and interrelated workplace learning. Union and/or industry partners maintain active involvement.

Workplace Skills

Students receive training in the essential academic knowledge, personal abilities and work attitudes that enable a person to succeed in school and in the workplace. These skills include critical thinking and problem solving, communication (oral, written and electronic), self-motivation, participative skills, quality improvement skills, and responsibility for one's own self-development.

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